

**STUDENT'S PERCEPTION ON POP MUSIC  
IN LEARNING ENGLISH**

**THESIS**



**By:  
MS Wuri Roro Kartiko  
Sari 201410100311027**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2018**

**STUDENT'S PERCEPTION ON POP MUSIC  
IN LEARNING ENGLISH**

**THESIS**

**This thesis is submitted to meet one of the requirements to achieve  
Sarjana Degree in English Language Education**



**By:**

**MS. Wuri Roro Kartiko Sari  
201410100311027**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2018**

This thesis was written by MS. Wuri Roro Kartiko Sari and was approved  
on July 27, 2018



By:

Advisor II

**Santi Prastiyowati, S.Pd., M.Pd**

Advisor I

**Dr. Sri Hartiningsih, M.M.**

This thesis was defended in front of the examiners of the Faculty of Teacher  
Training and Education of University of Muhammadiyah Malang  
and accepted as one of the requirements to achieve  
Sarjana Degree in English Language Education  
on August 3, 2018

Approved by:

Faculty of Teacher Training and Education  
University of Muhammadiyah Malang

Dean,



Dr. Pongoluri Wahyono, M. Kes

Examiners:

1. Dra. Thathit Manon Andini, M. Hum
2. Puji Sumarsono S. Pd., M. Pd
3. Dr. Sri Hartiningsih, M.M.
4. Santi Prastiyowati, S.Pd., M.Pd

Signatures:

- 1.
- 2.
- 3.
- 4.

## ACKNOWLEDGEMENTS

*Alhamdulillahirrabbi'l'alamin wassolatu wassalamu'ala sayyidina muhammadin wa'ala alihi wa sohbihi ajma'in.* Praise and gratitude is to Allah SWT who has given mercy and blessing to the researcher in finishing this thesis whose title “Student’s Perception on Pop Music in Learning English”. Sholawat and salam are also given to the prophet Muhammad SAW who had brought us to the right path.

This thesis may not be done without helps by other people. Therefore, the researcher wants to give special thanks to:

1. Dr. Sri Hartiningsih, M.M. as advisor I who has shared her knowledge and gives advise to the researcher
2. Santi Prastiyowati, S.Pd., M.Pd as advisor II who has shared her knowledge and gives advises to the researchcer
3. All the lectures of English Department who have shared their knowledge.
4. My mother, my father, Ajeng and all of my family who always give the researcher loves, prayers and supports.
5. My friends from b class especially Vita, Ghea, Nida, Nadya, Lia, Icha, Ririn, Dwi, Noor, Afiy, Laga, Afif, Niko, and Liana who have spend more than four years to share everything together.
6. My awesome friends in class A especially Dilla, Cintya and Ajeng who have shared their experiences and shared their knowledge.
7. HMI KIP UMM especially Afif, Dinar, Amar, Inka and mbak Kiki who gave a chance in getting an experiences and also support the researcher.
8. KKN 131 especially Dita, Finda, Inneke, Nova and Farah who had shared the happiness and joyful and entertain when the researcher feel tired of the thesis.
9. Friends from Warnet Barbie especially Mas Al, Mbak Aam and Wisqa who gave support and happiness when the researcher was down.

10. The students of A class in academic year 2015 who have given the time and opinions in completing the questionnaires that were used in this research

All of people who help the researcher in finishing this thesis because without their help the researcher cannot finish this thesis.

Malang, July 30, 2018



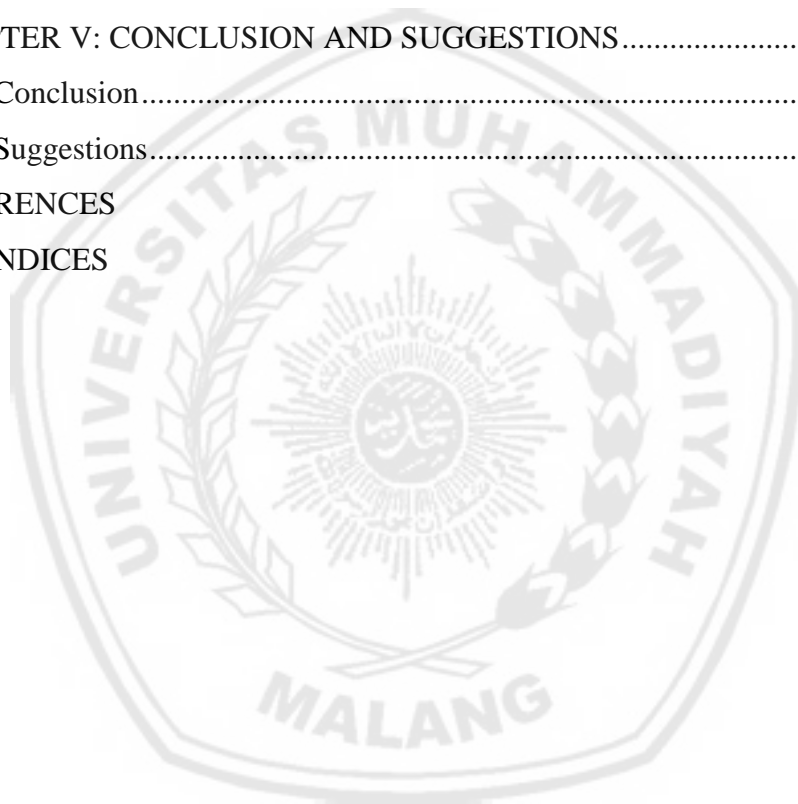
MS. Wuri Roro Kartiko Sari



## TABLE OF CONTENTS

APPROVAL.....	iii
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF APPENDIX.....	x
CHAPTER I: INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Research Problems.....	4
1.3 Research Objectives.....	4
1.4 Research Significances.....	4
1.5 Scope and Limitation.....	5
1.6 Definition of Key Terms.....	5
CHAPTER II: REVIEW OF RELATED LITERATURE.....	6
2.1 Learning Style.....	6
2.1.1 Definition of Learning Style.....	6
2.1.2 Characteristics of Learning Style.....	7
2.1.3 Kind of Learning Style.....	8
2.2 Pop Music.....	10
2.2.1 Definition of Pop Music.....	10
2.2.2 Pop Music in Learning.....	11
2.3 Perception.....	12
2.3.1 Definition of Perception.....	12
2.3.2 Kind of Perception.....	12
2.3.3 Process of Perception.....	13
2.3.4 Influence Factors on Perception.....	13
CHAPTER III: RESEARCH METHODOLOGY.....	16
3.1 Research Design.....	16
3.2 Population & Sample.....	17

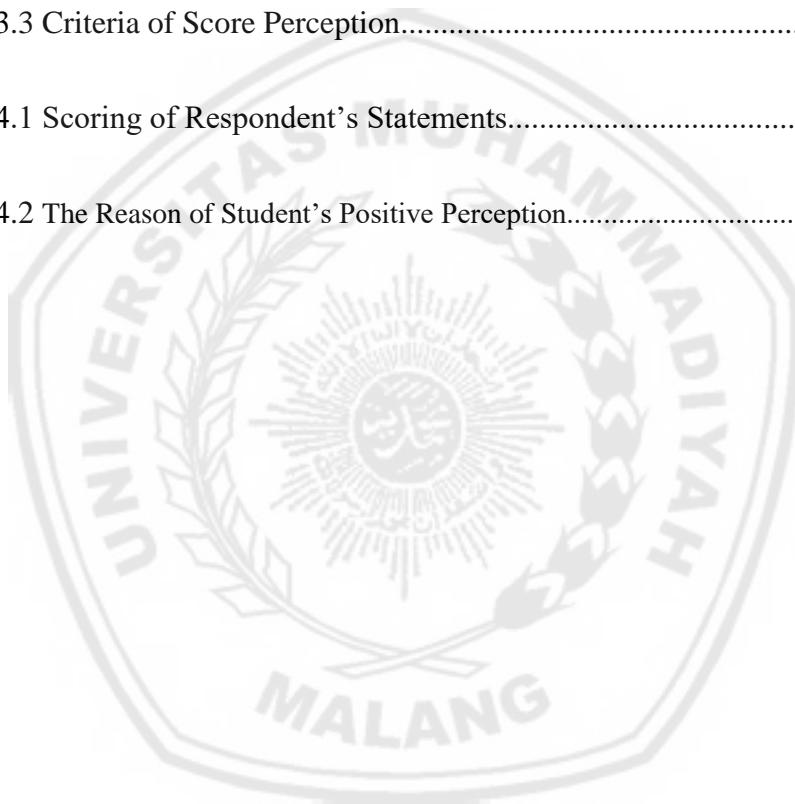
3.3 Data Collection.....	17
3.4 Data Analysis .....	19
BAB IV: RESEARCH DESIGN.....	21
4.1 Research Findings .....	21
4.1.1 The Student's Perception on Pop Music toward English Learning .....	21
4.1.2 The reasons of the student's perception on pop music toward English learning .....	23
4.2 Discussion .....	26
CHAPTER V: CONCLUSION AND SUGGESTIONS.....	28
5.1 Conclusion.....	28
5.2 Suggestions.....	29
REFERENCES	
APPENDICES	





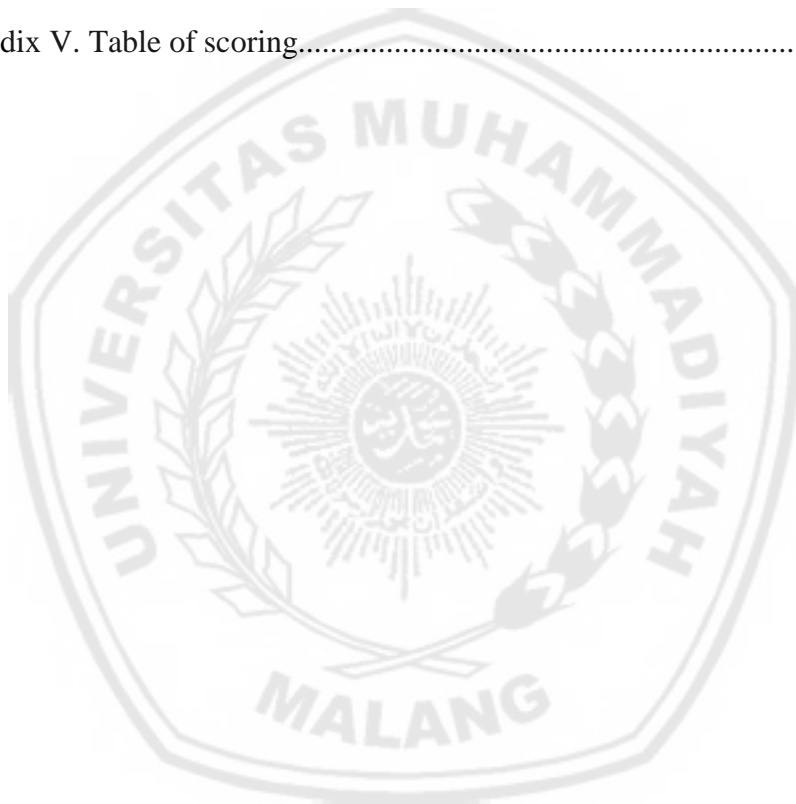
## LIST OF TABLES

Table 2.1 Learning Style Diffences.....	10
Table 3.1 Scoring of Positive Sentences.....	19
Table 3.2 Scoring of Negative Sentences.....	19
Table 3.3 Criteria of Score Perception.....	20
Table 4.1 Scoring of Respondent's Statements.....	22
Table 4.2 The Reason of Student's Positive Perception.....	24



## LIST OF APPENDIX

Appendix I. Preliminary Interview.....	33
Appendix II. Questionnaires.....	35
Appendix III. Some Sample of Questionnaires.....	37
Appendix IV. Details od Respondent's Answer.....	43
Appendix V. Table of scoring.....	46



## REFERENCES

- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*. Eighth Edition. Wadsworth: Wadsworth Cengage Learning
- Boneva, D., & Mihova, E. (2012). *Dyslang Module 8 – Learning Styles and Learning Preferences*. Bulgaria: Lifelong Learning Programme. Retrieved from [http://dyscovery.research.southwales.ac.uk/media/files/documents/2014-01-16/Module\\_8.pdf](http://dyscovery.research.southwales.ac.uk/media/files/documents/2014-01-16/Module_8.pdf).
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Method in Education*. Sixth Edition. London: Routledge. Retrieved from: [https://www.tandfonline.com/doi/abs/10.1111/j.1467-8527.2007.00388\\_4.x](https://www.tandfonline.com/doi/abs/10.1111/j.1467-8527.2007.00388_4.x)
- Creswell, J.W. (2012). *Educational Research – Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Fourth Edition. Lincoln: University of Nebraska
- Dokulil, A. (2013). *The Pros and Cons of Using Pop Music in English Primary-Level Lessons*. Bohemia: University of Bohemia in Ceske Budejovice. Retrieved from: [https://theses.cz/id/28rd8c/The\\_Pros\\_and\\_Cons\\_of\\_Using\\_Pop\\_Music\\_in\\_English\\_Primary-L.pdf](https://theses.cz/id/28rd8c/The_Pros_and_Cons_of_Using_Pop_Music_in_English_Primary-L.pdf).
- Gilakjani, A. P. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on english language teaching. *Journal of Study in Education*. 2(1). Lahijan: Macrothink Institute. Retrieved from <http://www.macrothink.org/journal/index.php/jse/article/view/1007>
- Gilakjani, A. (2011). The effect of visual, auditory, and kinaesthetic learning styles on language teaching. *International Conference on Social Science and Humanity*, 5, Singapore: Lascit Press. Retrieved from <http://www.ipedr.com/vol5/no2/104-H10249.pdf>
- Goldstein, E. B. (2011). *Cognitive Psychology: Connecting Mind Research and Everyday Experience*, Third Edition, USA: Wadsworth
- Harmon, R. J., & Morgan, G. A. (2001). Data collection technique. *Journal of the American*. Retrieved from: <https://europepmc.org/abstract/med/11501698>
- Pandey, P., & Pandey, M. M. (2015). *Research Methodology: Tools and Techniques*. Romania: Bridge Center. Retrieved from: [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiP9b\\_F8oTbAhWJLY8KHbl-BOEQFggtMAA&url=http%3A%2F%2Feuacademic.org%2FBookUpload%2F9.pdf&usg=AOvVaw3j6Mk1BSII\\_YEWxoQK-Lma](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiP9b_F8oTbAhWJLY8KHbl-BOEQFggtMAA&url=http%3A%2F%2Feuacademic.org%2FBookUpload%2F9.pdf&usg=AOvVaw3j6Mk1BSII_YEWxoQK-Lma)

- Pashler, H. McDaniel, M. Rohrer, D. & Bjork, R. (2009). Learning styles concepts and evidence. *Psychological Science in the Public Interest*. 9(3). Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/26162104>
- Pitchard, A. (2009). *Ways of learning: Learning theories and learning styles in the classroom*. Second Edition. New York: Routledge
- Robbins, S. P. & Judge, T. A. (2013). *Organizational Behaviour*. Fifteenth Edition. Boston: Pearson. Retrieved from: [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi31bzU4J3cAhUBf30KHeR\\_BMsQFgiUATAA&url=http%3A%2F%2Fbba12.weebly.com%2Fuploads%2F9%2F4%2F2%2F8%2F9428277%2Forganizational\\_behavior\\_15e\\_-\\_stephen\\_p\\_robbins\\_\\_timothy\\_a\\_judge\\_pdf\\_qwerty.pdf&usg=AOvVaw0qe2jSgdgHGO855JarwGTI](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwi31bzU4J3cAhUBf30KHeR_BMsQFgiUATAA&url=http%3A%2F%2Fbba12.weebly.com%2Fuploads%2F9%2F4%2F2%2F8%2F9428277%2Forganizational_behavior_15e_-_stephen_p_robbins__timothy_a_judge_pdf_qwerty.pdf&usg=AOvVaw0qe2jSgdgHGO855JarwGTI)
- Rojek, C. (2011). *Pop music, pop culture*. United Kingdom: GS Bridge Street Cambridge
- Richard, J. K. & Rodgers, T. S. (1993). *Approach and Method in Language Teaching, a Description and Analysis*. New York: Cambridge University Press.
- Sabatova, J. (2008). *Learning style in ELT*. Masaryk University Brno. Retrieved from [https://is.muni.cz/th/104803/pedf\\_m/Learning\\_Styles\\_in\\_ELTSabatovajarmi1a.pdf](https://is.muni.cz/th/104803/pedf_m/Learning_Styles_in_ELTSabatovajarmi1a.pdf)
- Saricoban, A. & Metin, E. (2000). Songs, Verse and Games for Teaching Grammar. *The Internet TESL Journal*, Vol. VI, No. 10. Retrieved from: <http://iteslj.org/Techniques/Saricoban-Songs.html>
- Schemck, R. R. (1988). *Learning Strategies and Learning Style*. First Edition. New York: Springer Science+Business Media.
- Scott, J. P. E. H. & Samson, J. (2009). *An Introduction to Music Studies*. United States: Cambridge University Press. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&cad=rja&uact=8&ved=0ahUKEwjxMKa1PfaAhXEs48KHReOAzsQFghvMAk&url=http%3A%2F%2Fwww.posgrado.unam.mx%2Fmusica%2Flecturas%2Finterpretacion%2Fcomplementarias%2FAn%2520Introduction%2520to%2520Music%2520Studies.pdf&usg=AOvVaw2H8zdvfQe6KDmUZPgLeTtU>
- Sigurdardottir, D. (2012). *Language Learning through Music*. Island: Haskoli Island. Retrieved from <https://skemman.is/bitstream/1946/12591/1/B.Ed.%20Thesis.%20Language%20learning%20through%20music.%20Dr%C3%ADfa%20Sigur%C3%B0ard%C3%B3ttir.pdf>

- White, K. N. (2007). *The Effects of Background Music in the Classroom on the Productivity, Motivation, and Behavior of Fourth Grade Students*. Columbia: Divergent Learning Columbia College. Retrieved from <https://eric.ed.gov/?id=ED522618>
- Wood, J. (2008). *Interpersonal communication: Everyday encounters*. 6th Edition. Boston: Wadsworth, Cengage Learning
- Zohrabi, M. (2013). Mixed method research: instrument, validity, reliability and reporting findings. *Theory and Practice in Language Study*. 3(2). Finland: Academy Publisher. Retrieved from <http://www.academypublication.com/issues/past/tpls/vol03/02/06.pdf>

